ED 365 657 SP 034 948

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TITLE The Quality School Teacher.
REPORT NO ISBN-0-06-095019-6
PUB DATE 93
NOTE 157p.; For companion volume, "The Quality School," see ED 363 968.
AVAILABLE FROM Special Markets Department, Harper-Collins Publishers, Inc., 10 East 53rd Street, New York, NY 10022 ($11).
PUB TYPE Statistical Data (110) -- Guides - Non-Classroom Use (055) -- Books (010)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS Classroom Environment; *Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; *Leadership; *Nonauthoritarian Classes; Secondary School Teachers; Student Participation; *Teacher Effectiveness; *Teacher Student Relationship; Teaching Models; Theory Practice Relationship
IDENTIFIERS Control Perception; Deming Management Method; *Management Practices; *Quality of School Life

ABSTRACT

This book offers specific suggestions to teachers who are attempting to relinquish old boss-management systems by putting the newer lead-management theory into practice in their classrooms. Leading, rather than bossing, creates classrooms in which students not only do competent work but begin to do quality work. The book begins by explaining that to persuade students to do quality schoolwork, teachers must first establish warm, totally noncoercive relationships, teach only useful material (which means stressing skills rather than asking students to memorize information); and move from teacher evaluation to student self-evaluation. Suggestions are based on the work of W. Edwards Deming and on control theory, a new explanation of how people choose to live their lives. The volume is organized in 12 chapters as follows: (1) Quality School Teachers Always Lead, They Never Boss; (2) The Quality School Teacher Is a Professional; (3) The Six Conditions of Quality; (4) Your Students Need to Know You and Like You; (5) Quality School Teachers Teach Useful Skills; (6) Teaching Useful Information in the Secondary School; (7) Quality Schoolwork; (8) Teaching the Nonacademic Skills; (9) Concurrent Evaluation; (10) Expanding the Classroom Staff; (11) Teaching Control Theory to Students; and (12) Ungraded Quality Assignments. (LL)

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